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ABSTRACT

In Mexico, the teaching of English surpasses the teaching of all other foreign languages together and extends widely throughout Mexican educational institutions from nursery schools to universities. This report provides specific details on the use of English in Mexico and describes English language instruction at all educational levels, in public and private schools, universities, binational centers, and in private institutes by private teachers. Descriptions of the various levels include course and program details, and remarks concerning teachers, students, and textbooks. (VM)

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# THE USE AND TEACHING OF ENGLISH IN MEXICO

by

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# I. THE USES OF ENGLISH IN MEXICO

Because it shares a long common border with the largest English-speaking nation in the world, Mexico is perhaps more strongly motivated to emphasize the learning of English than any other non-English-speaking country. The importance of the English language in Spanish-speaking Mexico is further enhanced by its being the foremost channel of international communication in varied aspects: technological, commercial, scientific, and political as well as social and cultural.

Tourism constitutes one of Mexico's major economic endeavors. Over one million U.S. citizens visit Mexico annually, and many thousands reside there permanently. The American cultural influence is ever-present in the form of motion pictures, music, fashions, publications, and expressions.

English is currently the most widely taught and used foreign language in Mexico. This is true despite some minor opposition to the language because of lingering historical resentments toward the powerful neighbor to the north.

The English language is publicly manifest in Mexico in written and spoken forms: in newspapers, periodicals, and books; in television and radio programs, films, lectures, and plays.

The News, a full-length daily newspaper printed entirely in English, is published by Novedades in Mexico City and distributed to all parts of the country. Two of the major Spanish-language daily newspapers of Mexico, El Universal and Excelsior, regularly printed one or two pages of news items entirely in English until 1971, when they were discontinued probably because of the spreading influence of The News. In addition, certain U.S. newspapers are regularly available at major newsstands. Some of these are the New York Times, Wall Street Journal, Los Angeles Times, Chicago Tribune, San Diego Union, San Antonio Evening News, and Brownsville Herald.

There are numerous tourist periodicals in English published in Mexico daily, weekly, and monthly. Some of these, for example, are the Mexico City Daily Bulletin, The Gazer, This Week, This is Mexico, Now in Mexico, and Mexico This Month.

Periodicals in English published in Mexico include Mexican-American Review, Mexican Life, Mexico Quarterly Review, and Meso-American Notes (the latter two being journals of the University of the Americas). Mexican publications which are partially printed in English include Intercambio (a publication of the British Chamber of Commerce) and La Capital (a magazine similar to the New Yorker, the last section being printed in English). The latter ceased publication in 1970. In addition, major magazines published in the United States, such as Time,

Life, Newsweek, Look, Reader's Digest, and Ladies' Home Journal, are readily available at all major distributing points throughout the republic.

The principal distributors of books for sale which are printed in English are the American Bookstore and the Librería Británica (British Bookstore) although most bookstores in Mexico have at least a few books in English. Mercado de Paperbacks is a major retail outlet for English language paperback books and magazines. Sanborns, which has fourteen "drug-type" stores in chain throughout Mexico, carries large stocks of English language paperback books, reference and trade books, magazines, and newspapers.

Certain libraries have large holdings of materials in English. The Benjamin Franklin Library system, aided by the U.S. Information Service and having cooperative relations with American libraries, has its main branch in Mexico City and five branches in Guadalajara, Hermosillo, Monterrey, Puebla, and Tampico. The Mexico City branch, founded in 1942, contains 36,000 volumes, 300 periodicals, and 13 newspapers. Other sizable libraries stocked almost entirely with books in English are the University of the Americas library (57,000 volumes), the Anglo-Mexican Cultural Institute Library (18,000 volumes), and the Mexico City American School Foundation Library (18,000 volumes). Major Mexican libraries, particularly those maintained by universities, contain substantial holdings in English, especially in scientific and technical fields.

With regard to opportunities for Mexicans to hear spoken English, these are provided mainly by television and radio programs, films, and plays as well as by the ever-present English-speaking tourists and residents.

A few U.S. television programs are shown with some English. These consist of some popular musical shows (e.g., "The Tom Jones Show"), important sports events (e.g., the baseball World Series and important football games), and historical events of international importance (e.g., the first moon landing). Usually a Spanish commentator interprets the English explanations while complete English may often be heard in "simulcast" on radio station XEVIP. Many other popular American television series are regularly shown in Mexico, and although dubbed-in Spanish replaces the original English dialogues, the cultural content remains obviously American.

English lessons are occasionally offered on Mexican television. For example, "Let's Learn English," a U.S. Information Service videotape furnished by the U.S. Embassy was shown on Telesistema Mexicano (Channel 4 in Mexico City) from 4:00 to 4:15 p.m. five days weekly for a period of five years until September 19, 1969. The taped lessons were followed by fifteen minutes of "live" explanations and drills presented by Miss Charmian Lindsay.

"English by Television" has been provided by XEIPN (Channel 11 in Mexico City operated by the National Polytechnic

Institute) five days weekly from 7:30 to 8:30 p.m. with repetitions on Tuesday and Thursday, beginning October 20, 1969. The series has been presented jointly by the Anglo-Mexican Cultural Institute and the National Polytechnic Institute. It consists of a BBC videotape, "English by Television: Walter and Connie," fifteen minutes in length and provided by the British Council, followed by fifteen minutes of explanations and drills by Mr. Richard Rossner, a teacher at the Anglo-Mexican Cultural Institute.

"Telesecundaria" is a series of secondary school classes offered via television during morning hours throughout the country, sponsored by the Ministry of Public Education. In Mexico City, for example, on educational Channel 5, seventh grade English is scheduled from 11:10 to 11:30 a.m.; eighth grade English, from 9:20 to 9:40; and ninth grade English, from 9:40 to 10:00 a.m. Each of these courses is scheduled three days weekly and is intended to be followed by thirty minutes of review and exercises under a teacher's supervision.

Certain Mexican radio stations broadcast programs entirely in the English language. In Mexico City radio station XEVIP broadcasts eighteen hours daily and is a CBS affiliate, with a Texas hook-up to receive from New York City. It provides news, sports broadcasts, and musical entertainment and reaches several interior cities. Independent radio station XEM-FM provided seventeen hours daily of news, music, and community service features until 1971. It was affiliated

with the Mexican daily newspaper, The News. Radio station XEL provides teen-age disc jockey programming two hours daily, Monday through Saturday. Early in 1972, Stereo Rey began a new full-time English language operation on an associated FM station with an NBC hook-up.

The Guadalajara radio station XEHL-FM provides eighteen hours daily of news and music. It receives CBS feeds, but has no connection with XEVIP in Mexico City. In Acapulco radio station XECI provides one hour daily of news and music and is independent.

English lessons for Mexicans are offered by radio station XEUN ("Universidad de México") from 10:15 to 10:30 a.m. (repeated at 7:15 to 7:30 p.m.), Monday through Saturday. These are BBC recordings, including "English for Today" for beginners and intermediates, "Keep up your English" for intermediates, and "Martin and Maria" for advanced students.

Many popular motion pictures produced in the United States are widely shown in Mexican cinema theaters. The original dialogues in English are heard while the viewer may read the Spanish equivalents printed in the form of subtitles.

Educational-type films as well as lectures and plays in English are frequently presented by cultural and binational centers, little theater groups, bilingual schools, universities, and English-speaking church groups.

In conclusion, it has been demonstrated that English occupies a strong position in Mexico today as the country's "second language," being the most widely learned and used foreign tongue. It pervades the communications media in written form (newspapers, periodicals, and books) as well as in oral form (television and radio programs, films, lectures, plays, and English-speaking tourists and residents). The remainder of this study will deal with the means by which English is learned by the Spanish-speaking people of Mexico.

## II. ENGLISH TEACHING IN MEXICAN SCHOOLS

In the Mexican public school programs, English is principally taught at the secondary school level, which corresponds to the seventh, eighth, and ninth grades in the United States. In private schools, on the other hand, English is more often taught at all levels--from nursery school through university.

### Private Nursery Schools and Kindergartens

Only in certain private schools is oral-aural English taught at the nursery school and kindergarten levels (for children three, four, or five years of age). A small number of schools offer English instruction fairly intensively at this level; these are mainly the so-called "bilingual schools" and "American Schools" which will be described later. Other schools which include English in their programs generally offer only a very limited instruction, making at least an attempt to teach a few basic words and phrases in English, such as numbers, colors, names of toys, and simple greetings. This type of instruction is in the main limited to a few private schools in the larger cities.

### Public Elementary Schools

Since English instruction is neither required nor recommended by the Mexican Ministry of Public Education until the secondary level of education, it is rarely offered in

public elementary schools (first through sixth grades). A very few of these schools may teach a little English as a result of unusual special circumstances (for example, a principal or a teacher happens to speak English or parents encourage the school to offer it), but this is entirely optional with the particular school. The normal schools do not train public elementary school teachers in any way for foreign language instruction, which is so extremely limited at such schools that it is indeed negligible.

Private Elementary Schools

In the private elementary schools of Mexico, English instruction may be offered from a minimum of one or two hours per week in the fifth and sixth grades to a maximum of several hours daily throughout all six grades. The latter is the case in many of the better known bilingual schools and the so-called "American Schools," to be described later. In these English is often used as the medium of instruction for certain subjects other than language study. Many private schools, on the other hand, offer limited English instruction --mainly as a prestige factor. This is especially true of the larger private schools in the major cities. The announcement of "Inglés Obligatorio" is presumed to draw students to the fashionable and more expensive schools.

A minimum English program in the elementary schools consists of a brief presentation of rudimentary vocabulary and common phrases during two twenty or thirty-minute periods

per week in the fifth and sixth grades only. The current trend, however, appears to be to extend the English program downward from the last two into the lower grades. English classes may be organized in any way since the subject is not included in the official Ministry of Public Education program for elementary schools--although they should not interfere with the latter. Since no general guidelines exist, each school is free to experiment on its own and to change its English classes at will. Thus, there is a wide variation in both the quality and the quantity of English being taught at this level.

Textbooks used for English instruction in elementary schools are not standardized in any way. Schools and teachers are permitted complete freedom of choice. Since there is a general lack of appropriate locally-produced textbooks and materials, most teachers use books (such as elementary readers and spelling books) published in the United States or Great Britain, often intended for English-speaking children. Some of the most popular books for non-English-speaking children are:

> The New We Learn English, five-book series, by Faye L. Bumpass (New York: American Book Co., 1968) and Método de Inglés, Books 1, 2, and 3, by J. Hamilton (Mexico City: Editorial Progreso, 1968).

Some teachers use their own effective audio-visual materials.

In Mexico there is a general lack of training in English teaching for elementary school teachers, resulting in an acute shortage of competent English teachers at this level.

Moreover, in comprehensive private schools which offer elementary and secondary levels at the same institution the better English teachers are usually assigned to the secondary level, leaving the weaker ones in the elementary grades.

Public Secondary Schools

The public secondary schools of Mexico, which correspond to the American seventh, eighth, and ninth grades, are required by the Ministry of Public Education to offer three fifty-minute class periods weekly of foreign language instruction during all three years. There are approximately ninety class periods per academic year, which is divided into two semesters. Over ninety per cent of the schools offer English only; the remaining include French. The largest number of Mexicans who study English are secondary school students.

The Ministry of Public Education* issues an official program and set of guidelines (including a list of prescribed textbooks) for English classes in all secondary schools. Material to be included in each of the six semesters is carefully detailed in a step-by-step fashion. According to these guidelines, the oral or audio-lingual approach currently prevails. Primary emphasis is given to American English of daily usage and to the teaching of the skills of listening comprehension and speaking. Reading, writing, grammar rules, and especially literary studies have been de-emphasized. Only very basic reading and writing is taught and practiced to

*Technical Department of English Instruction, Division of Secondary Schools

reinforce the basic structures presented audio-lingually. Some flexibility in presentation is allowed, but teachers are expected to include the prescribed structures and vocabulary items during the specific semester indicated.

The state (as contrasted to the federal) schools are generally farther from the Federal District and are therefore somewhat freer from the close supervision of the Ministry of Public Education. Sometimes these schools make their own selection of textbooks and depart farther from the prescribed guidelines than the federal schools.

The secondary school textbooks which are prescribed by the Ministry of Public Education are the following:

Basic Textbooks

First, Second, and Third Years:

Inglés Objetivo Moderno, Books 1, 2, and 3 and workbooks, by Carmen Ochoa Fernández and María Luisa Garduño (Mexico City: Porrúa Hermanos, 1968).

Inglés Funcional Progresivo, Books 1, 2, and 3, by Carlos Reyes Orozco (Mexico City: Lara and Nelson, 1967).

Inglés Día a Día, Books 1, 2, and 3 and workbooks, by Elena Picazo de Murray and Paul V. Murray (Mexico City: Murray and Murray, 1969).

First Year Only:

Estudiemos Inglés, Book 1 and workbook, by Rosa Alatorre García and Elena Jiménez Gutiérrez (Mexico City: Enrique Sainz, 1968).

Nuevo Inglés Elemental, Book 1 and workbook, by Elena Picazo de Murray and Paul V. Murray (Mexico City: Murray and Murray, 1969).

Supplementary or Reference Textbooks

Aprendamos Inglés, Books 1 and 2 with Teachers Guide, by Audrey L. Wright and James H. McGillivray (New York: American Book Co., 1959).

Present Day English for Foreign Students, Books 1 and 2, by E. Frank Candlin (London, University of London Press, 1968).

Método de Inglés, Book 3, by J. Hamilton (Mexico City: Editorial Progreso, 1968).

Modern American English, Books 1, 2, and 3, by Robert J. Dixson (New York: Regents, 1962).

It will be noted that nearly all these books are published in Mexico.

Inglés Objetivo Moderno is the most highly recommended of the Ministry's chosen textbooks and is the most widely used in the public schools throughout Mexico. It appears to follow the prescribed official program more closely than the others.

Some state schools, assuming more freedom of choice, use for example, certain U. S. printed books such as:

Aprendamos Inglés by Audrey L. Wright and James H. McGillivray (New York: American Book Company, 1959);

Practice Your English: Practique Su Inglés by Audrey L. Wright (New York: American Book Company, 1960);

English This Way, Books 1 - 6 (New York: The Macmillan Company, 1963);

English For Today, Books 1 - 6 (New York: McGraw-Hill, Inc., 1965);

and similar books readily available at the American and British Book Stores. Some schools also use the:

American English Course, Books 1 - 6 (Mexico City: Instituto Mexicano Norteamericano de Relaciones Culturales, 1957).

All of these were written especially for non-English-speaking students.

The Ministry of Public Education attempts to standardize the final examinations to a certain but limited extent. The Ministry recommends one major test each month, with both oral and written portions. These usually include blanks to be filled in, simple questions to be answered, and sentences to be rearranged. Teachers are expected to pass more than eighty per cent of their students. The practice of failing more than twenty per cent is "questioned."

Classes are extremely large and crowded; the average class size appears to vary from fifty to seventy-five students. Most secondary school students feel dissatisfied with studying English, which generally proves to be a frustrating experience for them.

Public secondary school teachers are mostly women and are often in short supply. Biology or history teachers, for example, may be assigned English classes. Many speak English poorly. Teachers should be graduates of a higher normal school, but possibly less than half are fully credentialed.

Despite the legal requirement, it appears that English teaching is least effective in the public secondary schools. Principal reasons for this seem to be the excessively large and crowded classes, inadequately trained teachers, insufficient time (only three classes per week), low teachers' salaries, overworked teachers, low student motivation, and lack of student placement according to ability.

Private Secondary Schools

In order to be properly accredited or "incorporadas", private secondary schools must adhere to the minimum curriculum requirements set by the Ministry of Public Education and are regularly visited by inspectors sent from the Ministry. Approximately one third of all Mexican secondary school students are enrolled in private institutions. There are over two hundred such schools, for example, in the Mexico City area alone.

The minimum standards for English programs in the public schools are nearly always met and often surpassed by the private schools. For example, many of the latter offer more than the three fifty-minute class periods per week, which are the legal minimum required for all three years. Also private school classes are generally smaller, averaging from about fifteen to thirty students.

Because many private secondary schools offer English programs which go beyond the minimum government requirement, they have a greater opportunity to experiement with various teaching techniques and materials. In addition to the textbooks designated by the Ministry of Public Education, many private schools make use of a broader selection of books, especially those published in the United States mentioned above as being used by some of the state schools.

The private school teachers may earn less or more than public school teachers depending upon the economic situation

of the school. Usually they enjoy fewer fringe benefits and less security than their public school counterparts. They should be graduates of a higher normal school as is the case of public secondary school teachers, but it is estimated that possibly only about one third of them are properly credentialed.

The accredited schools may use the examinations provided by the Ministry of Public Education or their own, but the Ministry must approve the examinations to assure that minimum goals are being met.

There is a wide variation in the quality of the English instruction at private secondary schools. Those which generally have the most effective English programs are the bilingual schools, to be described in the following section.

Private Bilingual Schools

Throughout Mexico English is generally most effectively taught to school-age children and adolescents in the so-called "bilingual schools," in most of which English is used to a varying extent as a medium of instruction in certain subjects other than the English language itself. Many of these schools offer a comprehensive English program which extends from kindergarten or first grade through all the elementary, the secondary, and often the preparatory grades. A few also offer adult education courses in English, usually in the evenings.

The most important of these bilingual schools are the eight United States style schools, often referred to as

"American Schools." Nearly all of these are affiliated with the Office of Overseas Schools, U.S. State Department, which provides partial grants-in-assistance to them. They are located in the larger cities of Mexico: Durango, Guadalajara, Mexico City, Monterrey, Pachuca, Puebla, Querétaro, and Torreón, and offer from six to twelve years of American style instruction. Some have instruction in English for half or more of each day, the remainder being in Spanish. The Greengates School in Mexico City offers British-style classes taught entirely in English from the first to the twelfth grade. These unique institutions strive to be showcases of excellence in education.

The aims of the bilingual schools are to produce graduates who are proficient in both English and Spanish--with near-native skills in listening comprehension, speaking, reading, and writing as well as an understanding of American culture. To a large extent, they are successful in this endeavor.

In most of these schools, the text books used are published in the United States (or, in some cases, in Great Britain) and are often intended for English-speaking students. There is a recent trend to make use in the more beginning stages of some of the books now available which were written specially for non-English speaking children, such as:

<u>The New We Learn English</u>, five-book series, by Faye L. Bumpass (New York: American Book Company, 1968).

Other books which are frequently used are:

The American English Course, books 1 - 6 (Mexico City: Instituto Mexicano Norteamericano de Relaciones Culturales, 1957)

Beginning Lessons in English by Robert J. Dixson and Isabel Y. Fisher (New York: Regents Publishing Company, 1959)

Regents English Workbook, Books 1 and 2, by Robert J. Dixson (New York: Regents Publishing Company, 1959)

Aprendamos Inglés by Audrey L. Wright and James H. McGillivray (New York: American Book Company, 1959)

Practice Your English; Practique Su Inglés by Audrey L. Wright (New York: American Book Company, 1960)

English For Today, Books 1 - 6 (New York: McGraw-Hill, Inc., 1965)

English This Way, Books 1 - 6 (New York: The Macmillan Company, 1963)

Most of the American Schools have language laboratories and general audio-visual equipment which are used in connection with the English instructional programs.

English classes in bilingual schools are usually limited in size, the average being about fifteen students per class. Motivation of the students to improve their English proficiency is generally very high.

The English teachers are principally either native or near-native speakers of English. They must be university or college graduates, and most of them hold valid teaching credentials.

## Technical, Vocational, and Commercial Schools

At or beyond the secondary level Mexican students may pursue their education in technical, vocational, or commercial

schools: public or private. In many of these English is required; in others it may be offered on an optional basis. Depending on the area of specialization, many of the technological and prevocational programs and particularly most of the secretarial programs require English study--often at least to the extent required by the public schools at the same level.

With the qualification that greater flexibility and variation prevails, the English programs in these institutions are somewhat similar to the secondary level programs described above. The Department of English Instruction in the Technological and Commercial Schools Division of the Ministry of Public Education recommends the following book for the technological, vocational, and commercial schools: Estudiemos Inglés, Books 1, 2, and 3 and Workbooks, by Rosa Alatorre García and Elena Jiménez Gutiérrez (Mexico City: Enrique Sainz Editores, 1968). However, it approves the use of all books on the prescribed list for general public secondary schools. Actually the Department allows any textbook which serves the teacher as an effective aid in meeting the particular needs of his or her classes. At present the Department is attempting to simplify its English program, orienting it more in the direction of technical English: first presenting the essentials of grammar with

a minimal general vocabulary and then slanting the teaching toward an understanding of the technical vocabulary of the student's specialty with a practical emphasis on the reading comprehension of technical material since this capacity will be the most needed by the student if he continues into higher technical education.

It is interesting to note that the regular normal schools which prepare elementary school teachers do not offer English classes at all since foreign language study is neither required nor recommended at the elementary school level by the Ministry of Public Education.

## Public Preparatory Schools

The so-called "preparatory schools" of Mexico, corresponding roughly to the senior high school level in the United States (tenth, eleventh, and twelfth grades), aim to prepare the student for continuing studies at the university level. As many as four foreign languages--English, French, German, and Italian--may be taught in these schools on a schedule of three fifty-minute periods per week during all three academic years (about eight months

each). Foreign language study is required in the public preparatory schools during the first year and usually strongly recommended in the last two years. Over eighty per cent of the students choose to study English rather than another language.

Each public preparatory school is administered by a specific university. For example, the National Autonomous University of Mexico maintains nine "National Preparatory Schools" in the Mexico City area.

The primary aim of the preparatory English classes is to enable students to be able to read university textbooks and reference materials in English. The foreign language division of each school prepares general guidelines, syllabi, and suggested examinations, but each teacher enjoys "academic freedom" permitting him to make use of and to experiment with his own methods and to choose his own textbooks. Oral practice is included, but techniques and emphases vary from teacher to teacher. Recent trends show that a blend of the audio-lingual approach and reading instruction prevail.

One-hour examinations are usually given every month or two. The final examinations, which are not really standardized to any extent, determine most of the final course grade, other aspects also being considered. Approximately twenty-five per cent of the students fail their English courses in the preparatory schools.

Although teachers are relatively free to choose their own textbooks, two are strongly recommended and widely used:

Modern English For Young Adults, Books 1 and 2, by Thomas Garst and Flora Remba de Evelson (Mexico City: Garst and Evelson, 1966), which is based on American English, and

Present Day English For Latin American Students, Books 1 and 2, by E. Frank Candlin and Carlos Reyes Orozco (London: University of London Press, 1966), which is based on British English.

It is estimated that the largest number of teachers make use of the Garst Book, and very possibly the Candlin book is the second most widely employed. Preparatory schools in Monterrey use:

English This Way, Books 1 - 6 (New York: The Macmillan Company, 1963);

preparatory schools in Guadalajara use:

English For Today, Books 1 - 6 (New York: McGraw-Hill, Inc., 1965) and

American English Course, Books 1 - 6 (Mexico City: Instituto Mexicano Norteamericano de Relaciones Culturales, 1957).

← Other books used are:

Practice Your English; Practique Su Inglés by Audrey L. Wright (New York: American Book Company, Inc., 1960) and

Inglés Funcional Progresivo, Books 1 - 3, by Carlos Reyes Orozco (Mexico City: Ediciones Lara, 1967).

Beginning in 1971 there was a new trend to adopt the:

Lado English Series, Books 1 - 6, by Robert Lado (New York: Simon and Schuster, 1970) and

Active Context English, Books 1 and 2, by E. Brinton, W. Plumb, and C. White (Basingstoke, England: Macmillan, 1971).

There is an average of about thirty students in each class, fewer than in secondary school.

Many of the larger preparatory schools have language laboratories. Some require attendance at the laboratory for one period per week. There are twenty-two language laboratories, for example, in the six National Preparatory Schools in the Federal District. Most of these have three; one has seven.

The majority of the preparatory school English teachers are men, and perhaps one third of them command a near-native pronunciation of English. They are expected to have earned a university degree, preferably the English teacher's degree (título de maestro de inglés). A large majority hold a university degree, but some of these are not in English.

Private Preparatory Schools

To be properly accredited or "incorporadas," private preparatory schools must adhere to the curriculum requirements of the public preparatory schools directly administered by specific universities, almost all of which are patterned after the National Autonomous University of Mexico. In order to have their diplomas recognized as valid for entrance to a university, they must submit to a certain amount of supervision. Inspectors are regularly sent by the university to validate the final examinations and to certify that the course work is meeting the standards determined by the university.

Three fifty-minute class periods per week have been established as the minimum offering in English. Many private

preparatory schools offer as many as five or six classes per week and require English for all three years. Often these are a continuation of programs included in the secondary and even in the elementary levels when these are included in a comprehensive school curriculum. Classes have an average of about thirty students each.

Regarding aims and methods, there is generally an even balance of emphasis on development of all skills. Listening, reading, and writing, however, are encouraged for university needs more than speaking and pronunciation. Methods are eclectic. Private schools have the freedom to experiment, but their programs--and especially the final examinations--must be approved by university inspectors.

Teachers are expected to hold university degrees, but not all are completely qualified.

Schools and teachers have freedom of choice of textbooks, which vary from school to school. Often American textbooks are used, such as the

Lado English Series, Books 1 - 6, by Robert Lado (New York: Simon and Schuster, 1970),

English For Today, Books 1 - 6 (New York: McGraw-Hill, Inc., 1965),

English This Way, Books 1 - 6 (New York: The Macmillan Company, 1963), and

Modern English In Action by H. I. Christ (Boston: Heath and Co., 1966) as well as

Modern English For Young Adults, Books 1 and 2, by Thomas Garst and Flora Remba de Evelson (Mexico City: Garst and Evelson, 1966) and

Present Day English For Latin American Students, Books 1 and 2, by E. Frank Candlin and Carlos Reyes Orozco (London: University of London Press, 1966).

## III. ENGLISH TEACHING IN MEXICAN UNIVERSITIES

In most of the public and private universities and university-level institutions of Mexico, English courses are regularly offered. However, the study of English is required only in certain fields of specialization, such as sciences and technical fields in which a reading proficiency of English is deemed useful or essential.

Furthermore, many universities have departments of English which offer courses in English language, linguistics, literature, and teaching theory. Graduates of these programs may become secondary school, preparatory school, or university teachers of English. English teachers at the secondary level, however, are prepared primarily at the higher normal schools, which are dependent on the Ministry of Public Education.

English is taught at a wide variety of university-level institutions, large and small, public and private, including those with highly specialized programs, such as seminaries, military colleges, and technological or professional institutions. The English classes offered in these show a correspondingly broad diversity in all aspects. It is, consequently, not possible even to attempt to generalize a description of English teaching at the higher educational levels. A few of the more significant programs will be

described as they exist at present: at the National Autonomous University of Mexico, the Higher Normal School, the National Polytechnic Institute, and the University of the Americas.

National Autonomous University of Mexico

The oldest, largest, and principal university in the country, the National Autonomous University of Mexico, offers three distinct English instruction programs, all administratively connected to the School of Philosophy and Letters. These programs form part of (a) the Foreign Language Instruction Center, or (b) the Department of Letters, or (c) the Summer or Seasonal Session courses. Each program will be separately described.

Foreign Language Instruction Center. Confronted with a situation in which the separate schools and departments of the university had to offer their own language courses, resulting in a lack of unity in methods and out-dated systems, the university decided to organize a specialized division dedicated solely to the teaching of foreign languages to all university students. Thus, the decision to create the Foreign Language Instruction Center (Centro de Enseñanza de Lenguas Extranjeras) was formally made on November 30, 1966.

At the present time nearly all divisions of the university require a reading proficiency in a foreign language. The importance of this requirement varies from division to division, but all of them recommend that students lacking

this skill attend classes at the Foreign Language Instruction Center. Thus, the Center's primary goal is to develop the ability to read technical and reference books in English or other foreign languages, a skill which is useful in most professional fields.

The Foreign Language Instruction Center was also called upon to develop a mass-instructional methodology which could eventually be adjusted to the secondary and preparatory levels of language study in the general school programs in Mexico. This marked the gradual transformation of the Center from a straight teaching institution to a major research and development organization. The structure of the Center's own teaching programs reflects this transition.

Although the Center offers courses in all major foreign languages, the majority (a total of approximately 2,450) of the students enroll in the English department. The English program consists of six courses, each one lasting a semester of fourteen weeks in length. The schedules vary according to level: self-study schedules (Courses 1 and 2); two hours daily, five days per week (Courses 3 and 4); and one hour daily, five days per week (Courses 5 and 6).

The general aim of the English program is to develop a well-rounded proficiency in the language (essentially American English). Brief course descriptions are as follows:

Course 1. Programmed self-study course: home and language laboratory supported by a student counseling system. Free selection of study periods. All basic-to-advanced grammar

covered using approximately 3,000 words of a technical and semi-technical vocabulary. Goals: auditive and reading comprehension at university level of eighty percent of course content. Simple audio-passive or cassette tapes used for auditive comprehension. Textbook: The Written Word by Thomas E. Garst (Mexico City: McGraw-Hill, 1971).

Course 2. Semi-self-study course with twenty hours of required laboratory work and fifteen hours of required basic classroom work, all on free-selection schedules. Students progress through laboratory-classroom sequences, repeating any segments as required or recommended by instructor. Goals: continuation of auditive and reading comprehension skills as well as highly accurate reproduction of sounds in short sentence patterns. Textbook: The Third Miracle by Thomas E. Garst and Carlos Vargas (Mexico City: McGraw-Hill, 1971).

Course 3. Regular scheduled classes. Goals: high-level fluency in intermediate structures; improvement of phonological skill; and increasing auditive and reading comprehension to advanced level. Textbook: Change and Challenge by Thomas E. Garst and Stephen Bastien (Mexico City: McGraw-Hill, 1971).

Course 4. Continuation of Course 3 with additional advanced structures and basic composition. New textbooks are under development. Textbooks presently used: Change and Challenge (as in Course 3); Fluency in English by L. G. Alexander (London: Longman, 1967); and Let's Write English, Book 1, by G. E. Wishon and J. M. Burks (New York: American Book Co., 1968).

Course 5. Regular scheduled classes. Goals: all skills carried forward; composition to intermediate level; all others, advanced. Introduction to contemporary literature. Textbooks: College Reading and College Writing by Thomas M. Davis and Willoughby H. Johnson (Glenview, Ill.: Scott, Foresman, 1971); Let's Write English, Books 1 and 2, by G. E. Wishon and J. M. Burks (New York: American Book Co., 1968).

Course 6. Regular scheduled classes. Goals: advanced level in all skills; preparation for English proficiency examinations. Textbooks: same as in Course 5 although these frequently change depending on instructors' preferences.

The following special courses are offered beyond the Course 6 level:

Life in the English-Speaking Countries. One hour daily; materials gathered and prepared at the Center.

English 1 and 2. For students who demonstrate language deficiencies and who wish to enter the undergraduate program for English language and literature in the Department of Letters.

Teacher Training Course. One hour daily for two semesters, including class observation and practice-teaching. For teachers of English as a second language in secondary, preparatory, commerical, or vocational schools (public and private) in Mexico who wish to prepare for the examination

for the teaching credential at these levels.

The Center operates the following language laboratories: one 36-position, level 3 Linguatrainer laboratory provided by a Ford Foundation grant; one 36-position stereophonic audio-passive, level 1 laboratory designed and installed by the Center; one 28-position magazine-type, level 3 laboratory (TRW); and one 26-position magazine-type, level 3 laboratory (TRW). In general the first two laboratories are operated for English students in Courses 1 and 2 as part of the self-instructional program. There is no obligatory laboratory work beyond Course 2. The other laboratories operate primarily for students at all levels in other departments.

The new series of textbooks has been developed at the Center to meet as closely as possible the actual needs of Spanish-speaking university students, particularly as regards development of reading comprehension skills. The series has replaced the one previously used for several years: English 900, Books 1 to 6 (New York: The Macmillan Company, 1964).

The English Department has two full professors dedicated to research, in addition to the department chairman, and a staff of seven teachers who participate in the research and development areas. The preparing of teaching materials is the direct responsibility of this group, and the general staff participates in the

implementation of methodological changes as they are designed.

Several tests are given throughout each course, and a monthly test is regularly given by each teacher. The final examinations are generally standardized and administered by the department. A grade of eighty percent is required for passing. An average of thirty percent of the students drop out of the courses before completing them. Of those finishing a given course and taking the final examination, the average of failures varies from eight to twenty percent, decreasing at the higher levels.

Class size varies according to the regulation specified for each level: a maximum of ten in Courses 1 and 2; a maximum of twenty in Courses 3 and 4; a maximum of fifteen to twenty in Course 5; and a maximum of ten to fifteen in Course 6. Entering students are given a placement test; eighty percent of these are usually assigned to Course 1, which is for beginners. The first two courses have the largest enrollment, with 1,300 in Course 1 and 550 in Course 2.

The Center employs twenty-seven English teachers; approximately two-thirds of them are women. Forty percent are American or Canadian born, and well over half have a

native-like pronunciation. All have the B.A. or licenciado degree; some have a master's or doctor's degree. They are all required to have completed a recognized teacher-training course in or outside of Mexico. They must be at least twenty years of age. The average work load per teacher is fifteen to twenty hours of in-class time or combined class-research time per week. The salaries range from thirty-five to fifty-five pesos per hour. Instructors are paid all year long, including interim periods, and receive a Christmas bonus of one month's salary. They have group general and medical insurance and pension benefits.

Department of Letters. A division of the School of Philosophy and Letters, the Department of Letters offers courses of specialization in the principal foreign languages and literatures. Most students in this department specialize in English language and literature. The programs offered lead to three degrees: the licenciado (roughly equivalent to the American bachelor of arts degree), which includes sixty courses; the maestría, requiring four additional courses plus a thesis; and the doctorado, requiring twelve additional courses primarily related to the writing of a dissertation.

The general goal of the program is to produce literary scholars and teachers of English. There is an ample offering

of numerous courses in British and American literature, linguistics, literary theory, history of the English language, advanced composition, and teaching methods (both theory and practice). For those students beginning the specialization program who require additional training in the English language itself, there are three advanced or "higher courses of English."

Of the three higher courses, the first is primarily for review and remedial work. The textbooks used are Books 1 to 4 of the New Concept English series by L. G. Alexander (London: Longmans, Green & Co., 1967): First Things First, Practice and Progress, Fluency In English, and Developing Skills. The four book series is covered in the three courses. In using them, British English is emphasized.

The plan of studies leading to the degree of Licenciado in English and North-American Language and Literature is the following:

| | Hours per Week |
|---|---|
| A) General required courses: | |
| Advanced Latin (4 semesters) | 4 |
| Advanced English (4 semesters) | 4 |
| Phonetics of the English Language (2 semesters) | 2 |
| Literary theory (2 semesters) | 2 |
| Advanced Spanish (2 semesters) | 4 |
| Historical grammar (2 semesters) | 2 |
| Introduction to English literature (2 semesters) | 2 |
| B) Required monographic subjects: | |
| Ibero-American literature or North-American literature (2 semesters) | 2 |
| Medieval literature (2 semesters) | 2 |
| Comparative dramatic literature (2 semesters) | 2 |

| | |
|---|---|
| Spanish literature (2 semesters) | 2 |
| Mexican literature (2 semesters) | 2 |
| Shakespeare (2 semesters) | 2 |
| History of English culture or North American culture | 2 |

C) Seminars:

| | |
|---|---|
| Seminar of English literature (2 semesters) | 2 |
| Seminar of English language (2 semesters) | 2 |

D) Elective subjects:

(6 semesters)

Summer or Seasonal English Courses. The English courses offered by the Summer or Seasonal Division of the School of Philosophy and Letters has gradually been eclipsed by the Foreign Language Instruction Center offerings. Existing primarily for visiting and short-term students, its program offers three courses: beginning, intermediate, and advanced for two or three month periods: three fifty-minute classes per week.

Curso Completo En Inglés, Books 1 and 2, by Robert J. Dixson (New York: Latin American Institute Press, Inc., 1955) are primarily used.

There is a maximum of twenty students per class.

The teachers are largely university students enrolled in the Department of Letters who have not had previous practice teaching experience.

Higher Normal Schools

The principal institutions which prepare English teachers for the secondary school level in Mexico are the so-

called Higher Normal Schools, of which the leading one is located in Mexico City; the other principal ones, in Guadalajara, Monterrey, Saltillo, and Tepic. These university-level institutions are dependent on the Ministry of Public Education and seek to follow the curriculum and guidelines which prevail at the Higher Normal School in Mexico City. Consequently, a description of the English program at the latter will be offered.

The English major or specialization program of the Higher Normal School is a comprehensive program leading to a professional degree in English teaching which certifies the holder for teaching English in Mexican secondary schools. In addition to the courses in the major, students are required to take approximately six educational courses (such as educational psychology, teaching the adolescent, general pedagogy, history of education, and English language teaching: theory and practice); as well as one course in Latin and two in French.

The following courses are required for the English major field (required textbooks being indicated for the language courses):

Advanced English I: A Comprehensive English Grammar by C. E. Eckersley and J. M. Eckersley (London: Longmans, 1960), Chapters I to XVI.
Graded Exercises In English, revised edition, by Robert J. Dixson (New York: Regents Publishing Company, 1959)

Advanced English II: A Comprehensive English Grammar by C. E. Eckersley and J. M. Eckersley (London:

Longmans, 1960), Chapters XVII to XXX.
Tales from Shakespeare by Charles and Mary Lamb (London: Longmans, 1933)

Advanced English III: The Art of Teaching by Gilbert Highet (New York: Vintage Books, 1950)

English Literature I

English Literature II

English Literature III

English Conversation I: For And Against by L. G. Alexander (London: Longmans, 1969)

English Conversation II: Advanced English Practice by B. D. Graver (London: Oxford University Press, 1971)
The Story Of Mankind by H. W. Van Loon (New York: Pocket Books, Inc., 1959)

Pronunciation and Diction of the English Language: Intermediate Dictation Exercises For Overseas Students by C. John Allen (London: Longmans, 1963)
British And American Short Stories edited by G. C. Thornley (London: Longmans, 1960)

English Phonetics: The Vanishing Lady And Other Stories (New York: Collier-Macmillan, 1968)

History of English Culture

English Composition: ~~Manual~~ Elements Of American English by L. M. Meyers and R. K. Welsh (New York: Harcourt, Brace & World, Inc., 1957)

English Language Teaching (Theory): Didáctica de las Lenguas Vivas, Vols. I and II, by Juvencio López-Vázquez (Mexico City: National Autonomous University of Mexico, 1962)

English Language Teaching (Practice): Language Teaching; Scientific Approach by Robert Lado (New York: McGraw-Hill, Inc., 1964).

The entire program of major and education courses may normally be completed in four or five years depending upon the entering student's background.

The courses are offered generally in the form of three fifty-minute or two eighty-minute periods per week.

With reference to the Advanced English courses, the principal aim is to develop as high a level of proficiency in all language skills as possible. The tendency is to emphasize British somewhat more than American English, although both are presented. The textbooks and general guidelines are determined largely by the department chairman, but the approach and techniques used in the classroom are eclectic; each professor enjoying academic freedom to choose those which he considers most effective for his particular class. The amount of homework assigned represents approximately two hours weekly per fifty-minute class. There is a small language laboratory, but it has only one booth and only a few students make use of it for additional practice.

The percentage of students failing or dropping out of the Advanced English courses in the major field is relatively low, less than five per cent. Nearly all students are Mexican, but some come from Central American countries. There is an average of thirty students in each class.

The professors are generally well qualified in their fields. They are graduates of the Higher Normal School itself and most have pursued graduate studies in England or in the United States.

In addition to the courses pertaining to the field of English specialization, courses in English and French are

offered by the Higher Normal School to students preparing to teach other subjects. Two courses of the same foreign language are required; most students choose English rather than French. The two English courses make use of

Practice Your English; Practique Su Inglés by Audrey L. Wright (New York: American Book Company, 1960) and

Present Day English For Latin American Students, Books 1 and 2, by E. Frank Candlin and Carlos Reyes Orozco (London: University Of London Press, 1966).

National Polytechnic Institute

Another important and very large university-level institution in Mexico is the National Polytechnic Institute, which prepares students for careers in various phases of such fields as engineering, biology, business administration, and economics. Study in most of these fields requires at least a reading knowledge of a foreign language, primarily English.

The foreign language center of the Institute offers an English program in the form of four basic level courses and five advanced level courses. Each course consists of five fifty-minute classes for each of eight weeks, a total of forty classes per course.

The principal goal of the English program is to develop general proficiency of all language skills, especially as needed in technical and scientific fields.

The textbooks primarily used are:

Success With English by Geoffrey Broughton (Middlesex, England: Penguin Books, Ltd., 1968) at the basic level,

and Language and Life in the United States by Gladys G. Doty and Janet Ross (New York: Harper & Row, 1960) at the advanced level.

University of the Americas

The University of the Americas, which was moved in 1970 from Mexico City to a new site near Puebla, is unique in being the only fully accredited American-style university abroad. It is a member of the Association of Texas Colleges with extraterritorial status and a fully accredited member of the Southern Association of Colleges and Schools, U. S. A. Furthermore, it is a non-profit organization chartered by the laws of Mexico as an asociación civil. It is a non-denominational establishment of higher learning based on a strong liberal arts curriculum, dedicated to fostering international understanding through intercultural education. Most of its instruction is offered in the English language along typical American university lines.

For Mexican and Latin American students who are non-native speakers of English, the university's Department of English offers a special program in English as a second language in addition to its typical offering of courses in English language and literature for students majoring in English.

The courses in English as a second language are the following:

100 (5 credits) -- An intensive study of the principles of the English language for students with very limited preparation in English. Two or more hours daily.

101 (5 credits) -- An intensive review of English for the student who has studied English but is not prepared to successfully complete college courses taught in English. Two hours daily plus audit of a regular course taught in English.

102 (5 credits) -- Grammar, sentence structure, idiomatic expressions, pronunciation drill, composition, and reading for students whose first language is not English, but who are able to successfully complete courses taught in the English language. Two hours daily.

103 (5 credits) -- Continuation of English 102, with greater emphasis on readings. One hour daily.

104 (5 credits) -- Continuation of 103. One hour daily.

105 (5 credits) -- Continuation of 104, with emphasis on library work and a term paper. One hour daily plus library instruction.

Another course is offered which is not specifically English as a second language, but is for both English and Spanish speakers:

106A (3 credits) -- Review of the elements of composition, of functional grammar, and of the elementary principles of written composition; practice in writing.

In the Department of Education there is a course required of students pursuing a teaching career in English as a second language; it is called "Techniques for Teaching English as a Foreign Language to the Young Child" for three

credits, emphasizing conversational techniques.

There are two elective English as a second language courses for elementary and secondary school teachers: "Teaching English as a Second Language" and "Methods for Teaching Oral English in the Classroom".

With respect to the special classes in English as a Second Language, Numbers 100-105, a placement test is given to determine the level at which a student may begin. Students beginning above English 102 may complete their language requirements in courses designated by the head of the department.

At earlier levels, the emphasis is on the audio-lingual approach. Later, the other skills (reading, writing, and grammar) are also emphasized. American English is taught. The general orientation or approach is structural rather than transformational. Sentence structure is emphasized in English 103; paragraph structure, in English 104 and 105; essay writing, in English 106A.

Both written and oral homework is assigned. For the lower levels written homework is limited to about fifteen minutes per class in addition to practicing the dialogs aloud for one half hour in order to memorize them.

The textbooks used in the various courses are as follows:

100, 101 -- English Sentence Patterns by Robert Lado and Charles C. Fries (Ann Arbor: The University of Michigan Press, 1968)

102, 103 -- The Island Of Truth And Other Stories (New York: Collier-Macmillan, 1968)

104 -- Language And Life In the United States by Gladys G. Doty and Janet Ross (New York: Harper & Row, 1960)

105 -- Advanced Reading And Writing by Dennis Baumwoll and Robert L. Saitz (New York: Holt, Rinehart and Winston, Inc., 1966)

Generally teachers supplement these with other books of their choosing according to the needs of the class.

Both oral and written quizzes are usually given each week. There are no mid-term examinations at the lower levels. In English 103 and above there are mid-term and final examinations, which are both oral and written. Final examinations are given at the end of each quarter. The examination results and the record made in class provide the basis for the course grade.

The total number of students studying English as a second language is about seventy-five, approximately one third of whom are women students. Most of them are Mexican, but there are some Latin Americans from other countries as well as a few Oriental and European students. The average class has about fifteen students.

There are four full-time English as a second language teachers, three of whom are women. Three are also native speakers of English; all have native-like pronunciation. The qualifications desired are the M.A. degree in linguistics or English as a second language and bilingual proficiency in both English and Spanish. Most of the instructors teach about twelve hours per week; some who teach "Freshman English" are assigned fifteen class hours per week.

## IV. ENGLISH TEACHING IN BINATIONAL CENTERS

One of the most significant contributions to English teaching in Mexico today is being rendered by the fourteen American-Mexican and three Anglo-Mexican cultural relations institutes or binational centers, as they are commonly called. These autonomous institutions receive the cooperation of agencies of the American and British governments. Their extensive English instructional programs exert a noteworthy influence throughout the republic of Mexico and even beyond into major portions of Spanish-speaking America.

These institutes will be described as follows: (1) The Mexican American Binational Centers--An Overview, (2) The Mexican American Cultural Institute of Mexico City, and (3) The Anglo-Mexican Cultural Institutes.

The Mexican American Binational Centers--An Overview

The fourteen Mexican American binational centers or cultural institutes are dedicated to fostering friendship and understanding between the peoples of Mexico and the United States. Their principal activity is teaching American English to Mexicans, primarily adults, in the belief that this is one of the most effective ways of bringing understanding and appreciation of the culture and civilization of the United States to Mexicans.

The centers are autonomous organizations, controlled by local boards of directors composed of Mexicans and Americans, and are loosely affiliated with one another and with similar cultural institutes throughout Latin America. Although largely self-supporting, they receive aid in varying degrees from the United States government through the United States Information Service (U.S.I.S.), which has its main Mexican office in Mexico City and branch posts in Guadalajara, Monterrey, and Hermosillo.

Besides offering extensive English programs, the institutes sponsor lectures, concerts, art exhibits, and films; offer seminars and other services to Mexican English teachers; teach Spanish to Americans and other foreigners in Mexico; handle scholarship and fellowship programs for Mexicans planning to study in the United States; and organize clubs and social events, including appropriate ceremonies to observe

major Mexican and American holidays. They also serve as a meeting place for local chapters of the Mexican Association of Teachers of English. Some of them maintain libraries with books and periodicals in both English and Spanish.

At the present time there are fourteen Mexican American binational centers distributed throughout the Mexican republic. The first and largest was established in Mexico City in 1947. Six additional institutes were founded during the decade of the fifties, most of them located in a broad region surrounding the capital city: at Guadalajara, San Luis Potosí, Morelia, Monterrey, Veracruz, and Mérida. The remaining seven centers were set up in the decade of the sixties, most of them in the northern half of the country: at Chihuahua, Colima, Hermosillo, Mexicali, Saltillo, Tampico, and Torreón.

The supplies furnished by the U.S.I.S. usually take the form of books, equipment, musical scores, and English as a second language materials. Cash grants may range from two hundred to seven thousand dollars and are designated for special projects, such as providing student scholarships, renovating a library, aiding cultural activities, paying for a visiting lecturer or singer, and setting up a program with a local university. Partial financial assistance is periodically offered to promote English teaching seminars as a service for binational center teachers as well as for teachers in the community.

The following table presents basic information concerning each of the fourteen centers, emphasizing the English teaching programs, which constitute the principal activity at each center. The abbreviation "IMNRC" represents the most commonly used name: Instituto Mexicano Norteamericano de Relaciones Culturales.

## U.S. Binational Centers in Mexico

| Name and Address | No. of Students | Tuition Fees | Textbooks Used | Ages of Students |
|---|---|---|---|---|
| IMNRC de Chihuahua<br>Aldama Esquina Ocampo<br>Chihuahua, Chih. | 800 | 180 | A.E.C. 1-9<br>Intensive Course in Engl I (GEL) | 16 above<br>4-12; 13-15 |
| Instituto Cultural Mexicano Norteamericano de Colima<br>Hidalgo 93; Colima, Col. | 812 | 160 | A.E.C. 1-9 | 18 above |
| Instituto Cultural Mexicano-Norteamericano de Jalisco<br>Tolsa 300; Guadalajara, Jal. | 1530 | 160 | A.E.C. 4-8<br>English for Today | 13 above |
| Instituto Mexicano-Americano de Relaciones Culturales<br>Edificio Sonora; Hermosillo, Son. | 520 | 250 | A.E.C. 1-9<br>Dixson Books | 15 above<br>5-14 |
| Instituto Benjamín Franklin de Yucatán<br>Calle 57, No. 474-A; Mérida, Yuc. | 929 | 115 | A.E.C. 1-9<br>Dixson & Bumpass | 17 above<br>9-13; 13-17 |
| IMNRC de Mexicali<br>Madero 1274; Mexicali, B.C. | | | A.E.C. 1-9 | 18 above |
| IMNRC<br>Hamburgo 115<br>Mexico 6, D.F. | 7,500 | 200 | A.E.C. 1-9<br>Adv. I-III | 18 above<br>14-17 |
| IMNRC de Nuevo León<br>Hidalgo Pte. 768<br>Monterrey, N.L. | 2,593 | 165 | A.E.C. 1-9<br>Adv. I-III et al. | 11 above<br>5-10 (summer) |
| Instituto Cultural Mexicano-Norteamericano de Michoacán<br>Guillermo Prieto 86, Morelia, Mich. | 850 | 165 | A.E.C. 1-9 | 10 above |
| IMNRC de Saltillo<br>Hidalgo Nte. 160<br>Saltillo, Coahuila | 475 | 185 | A.E.C. 1-9<br>Adv. I-III | 15 above<br>8-12 |
| IMNRC de San Luis Potosí<br>Venustiano Carranza 766<br>San Luis Potosí, S.L.P. | 755 | 110 | A.E.C. 1-9<br>Adv. I-III | 15 above<br>7-10; 11-15 |
| Centro Cultural México-Americano<br>Calle Carranza 215 Pte.<br>Tampico, Tamps. | 876 | 165 | A.E.C. 1-9 | 6 above |
| IMNRC de Torreón<br>Edificio Marcos<br>Torreón, Coahuila | 455 | 165 | A.E.C. 1-9 | 18 above<br>6-12; 13-17 |
| Instituto Franklin de Veracruz<br>Azueta 1229 Esq. Díaz Mirón<br>Veracruz, Ver. | 1,244 | 200 | A.E.C. 1-9<br>Bumpass, Fries, Dixson | 18 above<br>6-12; 13-17 |

| Name and Location | No. of Teachers | % Native Engl. Speakers | Salary Range | Fringe Benefits | Courses beyond Basic 9 | Teacher LL* | Training |
|---|---|---|---|---|---|---|---|
| IMNRC de Chihuahua<br>Chihuahua, Chih. | 18 | 35% | 25.00 hr. | Bonus* | Conversation | X | 1 wk. seminar |
| Instituto Cultural Mexicano Norteamericano de Colima<br>Colima, Col. | 1 | 100% | ? | None | Conversation | 0 | None |
| Instituto Cultural Mexicano-Norteamericano de Jalisco<br>Guadalajara, Jal. | 24 | 40% | 25 to 37.38 hr. | Bonus<br>Sick Lv. | Four Adv. | X | 1 wk. seminar |
| Instituto Mexicano Americano de Relaciones Culturales<br>Hermosillo, Son. | 10 | 30% | 30 to 35.70 hr. | Bonus | One Adv. | 0 | 1wk. seminar |
| Instituto Benjamín Franklin de Yucatán<br>Mérida, Yuc. | 19 | 10% | 15.00 hr. and above | 2 Mo. pd. vacation | Two Adv. | 0 | Monthly work-shops |
| IMNRC de Mexicali<br>← Mexicali, B.C. | ? | ? | ? | | | 0 | |
| IMNRC<br>Mexico, D.F. | 56 | 87% | 47.02 to 65.10 hr. | Bonus; pd. vac & sick lv. | Three Adv. & Adv. Conv. | X | Four courses; seminars |
| IMNRC de Nuevo León<br>Monterrey, N.L. | 31 | 30% | 19.23 to 35.58 hr. | Bonus | Three Adv. | X | Three Courses & Seminar |
| Instituto Cultural Mexicano Norteamericano de Michoacán<br>Morelia, Mich. | 16 | 15% | 25 to 37.50 hr. | None | Three Adv. | 0 | One Course & Seminar |
| IMNRC de Saltillo<br>Saltillo, Coahuila | 14 | 50% | 25.00 to 35.00 hr. | Bonus<br>Pd. vac's | Three Adv. | 0 | Seminar |
| IMNRC de San Luis Potosí<br>San Luis Potosí, S.L.P. | 18 | 30% | 18 to 25 hr. | None | Three Adv. | 0 | One Course; work-shops and seminars |
| Centro Cultural México-Americano<br>Tampico, Tamps. | 9 | 0% | 27.50 hr. | None | None | 0 | Seminars |
| IMNRC de Torreón<br>Torreón, Coahuila | 12 | 45% | 20.80 hr. | ? | None | 0 | |
| Instituto Franklin de Veracruz<br>Veracruz, Ver. | 20 | 4.5% | 23 to 34 hr. | Sick Lv. | Two Adv. | 0 | One Course; Seminar |

*Bonus: 12-15% at end of year)

*LL: Language Laboratory

It is interesting to note that all of the centers have patterned their adult English courses according to the basic nine textbooks of the American English Course, originally published in 1957-1958 and revised in 1959-1960 by the Mexican American Cultural Institute in Mexico City, which distributes its books to the other centers. There is one exception: the Guadalajara institute is gradually transforming its program and adopting the English for Today textbook series (New York: McGraw-Hill Book Co., 1962, 1965) to replace the American English Course books on a step-by-step basis. All institutes profess the so-called "oral approach" of the Mexico City center although the Guadalajara Institute is seeking to bring more of a situational emphasis to its methodology. The primary aim of the basic courses in all fourteen centers is to give the students a practical, functional command of general American English, emphasizing speaking and listening skills.

Although some centers have special English classes for children, most participants in the English courses at the binational centers are high school and university students, young professionals, and working people for whom the learning of English is important for pursuing higher studies or for obtaining better paying positions.

As the chart shows, the centers offer varying courses and programs aimed at training teachers of English as a second language. Most of them hold annual seminars of several

days or one or two weeks in duration for interested institute and local teachers. These consist mainly of lectures and workshop sessions concerning methodology and other aspects of importance in the teaching of English as a second language. These seminars have made a distinctively positive contribution toward the upgrading of English teaching in Mexico.

Thus, the binational centers have gradually become the focal points in their communities for the training of English teachers--in addition to the few higher normal schools of the Ministry of Public Education. The U.S.I.S. works through the centers to help support the annual seminars, the ongoing in-service workshops, and the library facilities specially adapted for English teachers. Films on English teaching are provided by the U.S.I.S., which also presents full-length movies in English occasionally at the Mexican Association of Teachers of English meetings held at the centers.

During in-service English teacher training sessions and annual seminars the U.S.I.S. occasionally sends lecturers who join with local experts in seeking to help teachers learn to adapt the basic textbooks in going beyond repetitive and mechanical drills and to develop a more creative and lively form of teaching. Most of the teachers at the centers are among the best in their respective communities and, although in certain cases less than half of them may be native speakers of English, they often surpass the latter in their ability to teach English as a second language.

Some unique achievements of particular binational centers are worthy of note. The Mexican American Cultural Institute at Chihuahua, for example, has been acknowledged by the University of Chihuahua to the extent that its students receive university credit for English courses taken at the Institute. The Guadalajara institute is helping to establish the English courses at the Universidad de Guadalajara. Regular special English classes are taught by the Monterrey center teachers to over three hundred school girls at the Instituto Mater, a privately owned school in the community.

The achievements of the Mexican American Cultural Institute in Mexico City are especially noteworthy and are fully described in the following section.

## The Mexican American Cultural Institute of Mexico City

### The Institution

The Mexican American Cultural Institute (Instituto Mexicano Norteamericano de Relaciones Culturales, Hamburgo 115, Mexico 6, D.F.) is the oldest and largest binational cultural center in Mexico. It offers the most important English teaching program for adults in the country as well as serving as a model throughout the Americas.

Although the Institute is a non-profit, private independent organization, governed by a local board of directors, composed of ten Mexicans and ten Americans, it receives the cooperation of the U.S. Government through the U.S. Information Service. Also, the U.S. Embassy has set up an annual scholarship fund to help needy students study English at the Institute. It is dedicated to promoting a better understanding between the peoples of Mexico and the United States of America by means of a cultural interchange program (art exhibits, concerts and recitals, lectures, movies, folk dance classes, guitar instruction, and excursions) as well as through its courses in both Spanish and English. Its chief activity, however, is the teaching of American English as a foreign language to adolescent and adult Mexicans of both sexes.

In 1944 the Mexican American Cultural Institute was established as the first binational center founded in Mexico, having evolved from an English teaching program begun in 1942 at the Benjamin Franklin Library. Since then it has grown steadily until, a few years ago, it reached a maximum enrollment of 10,800 English students, most of whom were studying three hours a week. In January of 1970 the Institute eliminated the three-hour-a-week classes, requiring that all students attend class daily, Monday through Friday, for one, two, or three hours per day. Space limitations forced total registration to decline to 7,500 students, although the Institute now offers more student-class hours of instruction per week than with the former enrollment of more than ten thousand. The administration, students, and ~~sixty~~ fifty-two full-time English teachers have all noted the important pedagogic gain resulting from the daily classes--the daily reinforcement. Also, students who attend class one hour daily finish the basic course, formerly requiring three years, in less than two.

The Institute is now self supporting, the chief sources of income being tuition fees and textbook sales.

(tuition ranging from 200 to 400 pesos per seven-week session, depending on the number of class hours per week)

The board of directors appoints an Executive Director to administer and coordinate all the activities of the Institute and also a Director of Courses who supervises the academic program consisting of English, Spanish, and language teacher training courses.

English Program

The entire series of English courses offered by the Mexican American Cultural Institute is divided into three phases, as follows:

I. Basic Courses

Courses 1 through 9. Upon completion of these, the Institute Diploma is awarded.

II. Advanced Courses

A. Conversational Advanced Practice (a different course under this title is presented each term). Upon completion of each of these, a transcript is given if requested.

B. Advanced English Study: Courses I, II, and III. Advanced grammar and introduction to American Literature. Upon completion of these, a diploma is awarded.

III. Teacher's English

A. TE-1: The Sound System of American English. Pronunciation, intonation, and rhythm, plus the symbols of the International Phonetic Alphabet for English phonemics.

B. TE-2: The Structure of English Language learning and teaching, history of the English language, and characteristics of English structure.

C. TE-3: Methodology of Teaching English.
Modern techniques of the oral approach, lesson planning, teaching of grammar, pronunciation, reading, writing, and conversation. Adaptation of teaching materials.

D. TE-4: Practice Teaching.
Thirty-five hours of service as a supervised class visitor, teacher's aide, and practice teacher in the Institute's lower-level English classes.

Upon completion of these four courses, a diploma is awarded.

Beginning in 1970, in order to provide greater flexibility, the schedule of courses was revised to include two types or "plans" of seven week terms or sessions, as follows:

Plan A -- 50 minutes daily, Monday through Friday. This covers one regular course (or book) each session, at a tuition of $200 pesos ($16.00 dollars) per session. The nine Basic Courses are completed in approximately two years, and the Institute Diploma is awarded.

Plan B -- 110 minutes daily, Monday through Friday. This covers two regular courses (or books) each session at a tuition of $400 pesos ($32.00 dollars) per session. Eight Basic Courses are completed in approximately eight months, and a certificate is awarded. The Institute Diploma is awarded upon completion of the ninth course according to

Plan A or upon recommendation of the teacher and the passing of an oral examination.

Each course has been carefully developed and is based on a textbook published by the Institute itself and on a syllabus and guidelines established by the Director of Courses. Teachers follow these with no appreciable variation in order to maintain proper continuity throughout the program. Each teacher, however, may present the prescribed material as he seems best for his particular group of students.

Entrance requirements for the regular English courses are minimal. No particular educational background is required. Students must be fourteen years of age or older. Students are admitted to courses higher than the first one on the basis of results of an aural/oral, and in some cases written, placement test or upon completion of lower courses at the Institute.

The attendance policy permits no more than an established maximum number of absences, representing about one quarter of a given course. Three late arrivals are equivalent to one absence.

In addition to this regular on-going program, the Institute sponsors annual "summer institutes" lasting one week or longer for Mexican teachers of English as a second or foreign language who desire to expand their knowledge of linguistic considerations and methodology of teaching English to Spanish speakers. These special seminars are often granted partial financial support by the U.S. Information Service.

## Aims

The primary goal of the English program at the Mexican American Cultural Institute is to teach students to speak and understand spoken American English. The Basic Courses (1 through 9) are fashioned to meet this goal. The student who completes them and thereby receives the Institute Diploma is expected to have acquired an acceptable pronunciation of "General American" English and to be able to understand and speak it when conversing with Americans. Secondary considerations are the ability to read and write the oral English patterns learned and to understand the vocabulary items included in them.

The advanced courses are aimed to increase the student's proficiency in conversation and offer him features of advanced grammar and an introduction to American literature.

The three courses of English for teachers are designed to help beginning or experienced teachers of English as a foreign or second language to deepen their understanding of the English sound system and structure and to increase their knowledge of the methodology of teaching English--particularly the methods and techniques used at the Institute itself.

## Methods

The general approach of English instruction at the Mexican American Cultural Institute has been carefully developed and has been named "The Oral Approach." It is

applied most specifically in the nine Basic Courses and incorporates most of the principles and techniques of the audio-lingual approach growing out of the concepts developed by Professors Charles C. Fries and Robert Lado at the University of Michigan English Language Institute in the 1940's and 1950's. These principles and techniques are clearly set forth in a booklet first published in 1964 by the Mexican American Cultural Institute, The Oral Approach to English Teaching by Kenneth W. Johnson, one of the Institute teachers. This publication sets forth the basic principles and assumptions of the Oral Approach and then describes the specific techniques used at the Mexican American Cultural Institute. The two major techniques, found to be the most effective, are choral repetition and substitution drills. Other techniques, used less frequently, are transformation drills, questions and answers, filling blanks, dialogs, word studies, and brief readings and conversations.

Special pronunciation drills are incorporated in all the Basic Courses, but more frequently in the first three. At least five minutes per class are dedicated specifically to pronunciation. Reading is largely restricted to the patterns themselves introduced in the Basic Courses. Occasionally brief paragraphs dealing with life in the United States are provided. Word studies are presented in every sixth lesson beginning with Basic Course 3. Writing is taught gradually, beginning with copying exercises and moving toward dictation

and answering questions or performing transformation drills at more advanced levels.

Grammar as such is not emphasized at first. It is taught indirectly through the use of frames and patterns. Dialog and pattern translations are provided in Basic Courses 1, 2, and 3, but translation exercises as such are not used. Some teachers occasionally ask the students to memorize brief dialogs.

With respect to homework, the syllabus recommends that teachers assign written homework at least one or twice a week. In addition, students are urged to study their lessons regularly outside of the class periods. The written assignments usually consist of five or ten items based on material already covered in class, beginning largely with copying and working gradually toward more originality at higher levels. Students are also encouraged to practice outside of class with native speakers and tapes and records, to attend movies and plays, to listen to radio programs, and to try to read newspapers, all in English.

Beginning in the middle of 1971 the Institute initiated a series of experiments with a limited number of classes to test the effectiveness of a new teaching approach or technique. The results were extremely favorable, and the decision was made to adopt the technique stage by stage until it would be employed in virtually all the English classes by the end of 1972.

The technique, variously referred to as "open classroom," "informal education," "individualized language instruction," or "creative language learning," consists of the forming of small groups within the classroom during the last two-thirds of each class period. For example, a class of thirty students may be divided into six or more small circles of three, four, or five students each. Seats are conveniently rearranged, and then each group proceeds to carry out its own practice or activity in English in an independent manner.

The teacher, circulating about the room, serves as a resource person who is constantly available to answer questions and to encourage learning activities as unobtrusively as possible. The students have the freedom to advance as rapidly as they wish and can in an informal atmosphere which permits them to try out a variety of activities at will and to participate more fully and frequently than is possible in the usual classroom situation. Teachers are often helped by teacher-aides who gain experience in "practice teaching" in an innovative and creative environment. On occasion, when possible, the students of two or more classes may even be free to mix together and to choose among different activities distributed among several rooms.

This new approach or technique, which the Institute calls "creative language learning" has met with a favorable response on the part of both teachers and students and has proved to increase the general effectiveness of the English instruction.

Additional optional opportunities for hearing spoken English are provided by occasional lectures and films offered at the Institute. Conversation clubs are open to students on Thursday evenings for one hour and twenty minutes and offer an informal opportunity for conversational practice. These usually consist of five or six students with one American teacher or other native speaker of English. No fee is charged.

The Institute library is open throughout most of the day and evening (8-12 and 3-9 p.m.) and contains books and magazines in English for browsing or study. It also provides a quiet place where students may study or write homework assignments.

Textbooks and Other Materials

One of the unique features of the Mexican American Cultural Institute is that it publishes a full set of its own textbooks used in all levels as determined by the Director of Courses. Students are required to purchase their textbooks at the Institute at eighteen pesos ($1.44 dollars) each. These are the following:

I. Basic Courses

American English Course, Books 1 - 9, each designed for thirty-five hours of classroom instruction. The books were originally published in 1957-1958, having been written by a group of seven collaborators: Jack M. Morris,

James P. Carter, Kenneth W. Johnson, Jane Griswold, Patricia Crouse Bredee, Guillermo L. Castelazo, and Norman A. Glass, most of whom were Institute teachers. In 1959-1960 they were revised and modified by Jack M. Morris, James P. Carter, and Victoria S. de Cisneros (Books 1-7) and by James P. Carter and Jane Griswold (Books 8 and 9). The creation of this series was originally supervised by the late Francis C. St. John, former Executive Director, and Mrs. Gloria Wasielewski Kreisher, former Director of Courses of the Institute.

These nine books constitute the core of the Institute's English program, an integrated series beginning with material suitable for a student having no previous knowledge of English and gradually preparing him to be able to take the Advanced Courses. The books are accompanied by The Oral Approach to English Teaching, step-by-step guides to the nine textbooks, placement examinations, general examinations, supplementary record albums, and suggested class schedules. The series was developed specifically for Latin American Spanish speakers, fourteen years of age and above. It was carefully researched and pre-taught before being published.

II. Advanced Courses

Advanced English Study, Books 1 - 3, each designed for 36 hours of classroom instruction. These books were published in 1962 and were written by Patricia Fent Ross, an Institute teacher. Each book is organized into twenty alternating chapters of structure or advanced grammar study

and reading selections from North American literature. The books are accompanied by a Teacher's Handbook, examinations, and suggested class schedules.

III. Teacher's English

A. Teacher's English One (TE-1). This course uses as its basic textbook Clifford H. Prator's Manual of American English Pronunciation (New York: Holt Rinehart and Winston, 1957). In addition, each student is asked to buy and use as supplementary material the guide and workbook by Donald M. Decker, Mastering the International Phonetic Alphabet (New York: Simon and Schuster, 1970).

B. Teacher's English Two (TE-2). The Institute has published its own textbook for this course: Spoken American English for Teachers of English as a Foreign Language (1967) written primarily by James P. Carter. This book deals with the evolution of language and language teaching, a brief history of the English language, and an introduction to English structure patterns.

C. Teacher's English Three (TE-3). The Institute has also published its own textbook for this course: Techniques and Methodology of English Teaching for Teachers of English as a Foreign Language (1967) written primarily by James P. Carter. The contents are divided into three main areas: structure pattern teaching techniques, lesson planning and classroom teaching, and materials and their adaptation.

The textbooks written and published by the Mexican American Cultural Institute were originally intended for use by the Institute alone. They were prepared for the special needs of the Institute, emphasizing modern spoken American English and providing a complete, integrated, and graded series from beginning to advanced levels. They were better adapted to the situation of the Institute than any other existing series of English textbooks for Spanish speakers. When word of their existence and success soon began to spread to other binational centers in Mexico and in other Latin American countries, the materials were made available for wide distribution. Today they are used in all fourteen of the Mexican American binational centers in Mexico and in most of the binational centers throughout the Spanish speaking part of Latin America. They are also sold to private teachers, private schools, universities, language institutes, vocational schools, police academies, military schools, and other organizations in Mexico and in other countries of the Western Hemisphere.

Because of the growing international demand for the Institute textbooks, it was necessary at the end of 1968 to make minor changes in the nine Basic Course books, consisting mainly of elimination of local references and Spanish translations familiar only to Mexicans. Certain technical details were also improved and the format of the books was modernized at no increase in price.

A survey was recently conducted to obtain suggestions for improvement of the textbooks. General satisfaction was expressed, the principal indication being that perhaps the pattern drills contained in the lessons would be more effective if they were more closely related to contextual situations. The Institute is now planning for a group of collaborators to undertake another revision of the books to improve them possibly along these suggested lines while retaining those features which have proved to be successful in the classroom--especially the abundance of drills and the closely integrated nature of the series.

As regards other teaching materials employed at the Institute, the blackboard is the most important. Largely at the discretion of the individual teacher, visual aids, usually in the form of pictures, are used to some extent. Voice of America tapes dealing with life in the United States are played in the conversational Advanced Practice courses.

Testing and Grading

Regarding evaluative testing, the Director of Courses has established a routine for the Basic and Advanced Courses. There are two major examinations in each course: a mid-term examination and a final examination. These are standardized examinations, three sets of each alternated each session, distributed and controlled through the office of the Director of Courses. Aural and writing abilities are both tested.

For the most part the teacher presents a cue or question orally and the student writes the corresponding response. Quizzes and brief tests may be drawn up by the teachers on their own initiative or based on suggested tests which are made available. It is recommended that these be given at quarterly periods within each session.

The lowest passing grade on examinations and in the various courses is 80%. The final course grade is a dual one, evaluating the student separately as to his audio-lingual ability and his reading-writing ability. To pass a course, a student must not fall below 80% in either grade. There are no make-up or extraordinary examinations in Basic Courses 1 through 8. Each teacher determines final grades according to his own judgment based on an overall evaluation of the students' abilities.

Statistics compiled in recent years reveal that fifteen or twenty per cent of the students drop out before completing a course although more tend to finish the higher level courses. A student may take a course four times. Between one quarter and one third of the student completing Basic Course 1 fail it. The percentage of failures tends to diminish in the higher level courses.

Students

The total number of students attending English classes at the Mexican American Cultural Institute averages approxi-

mately seven thousand five hundred per session. Of these about sixty per cent are women. Some ten per cent are adolescents between fourteen and seventeen years of age. The large majority of the students are Mexicans, many of whom have had little or no previous instruction in English. Many are white-collar employees seeking better jobs. However, the occupations of the students range widely from taxi drivers to physicians.

The average class size is about twenty-five students. The Director of Courses has established class size limits as follows: thirty-two for Basic Courses 1-4; twenty-seven for Basic Courses 5-7; twenty-five for Basic Course 8; and twenty for all other courses.

The students generally have a highly favorable attitude toward learning English. Most of them come to the Institute on their own initiative and are anxious to improve their knowledge of English for personal, cultural, or economic reasons. Some subsequently obtain salary raises and promotions in their work. Some who take advanced and teacher's English courses become teachers in private and even in public schools, where the demand for well-trained teachers is acute.

Since the large majority of the students are mature, serious individuals, there are few, if any, problems of classroom discipline.

Teachers

The teachers employed at the Mexican American Cultural Institute constitute one of the best trained and experienced and most highly paid faculties in Mexico. Of the fifty-two English teachers, twenty-five are men and twenty-seven are women. All are native speakers of English. Approximately eighty percent are American citizens. Mexico City has a relatively large population of American residents, which helps the Institute find native American teachers to serve on its permanent staff.

The qualifications desired in an Institute English teacher are: an American B.A. degree, some teaching experience, a working knowledge of Spanish, and a non-paid training period (usually two months) in residence. The large majority of the teachers have met these qualifications. Some teachers have master's degrees in linguistics or in teaching English as a second language. Full-time teachers participate in annual in-service training programs usually held for one week each January. A few of them belong to professional organizations for English teachers in the United States and Mexico.

The average number of teaching hours (fifty-minute periods) per week per teacher is twenty-five. A maximum limit of thirty and a minimum of twelve have been set. In addition to classroom teaching, all teachers assist with

registration procedures; a few have special duties, such as assisting with curriculum development, materials improvement, and coordination of examinations.

A few of the most bilingual teachers teach Spanish as well as English classes. A very few teach in other schools or offer private lessons.

The teachers are hired by the Director of Courses in consultation with the Executive Director. The salaries range from 47.02 pesos (3.76 dollars) per teaching hour (fifty-minute class) to 65.10 pesos (5.20 dollars). The financing of the teachers' salaries is provided almost exclusively by student tuitions. The teachers receive numerous fringe benefits: full pay twelve months a year plus six weeks of extra pay at the end of the year, paid vacations (six weeks a year), paid sick leave, medical insurance, life insurance, retirement pension, and required membership in the Mexican Social Security Institute, which offers similar and additional benefits. A sabbatical leave of eighteen weeks is also offered about every ten years.

The promotion system at the Institute is based on a point system which includes considerations of background, training, and seniority. The teachers belong to a locally formed union including Institute teachers and employees, which serves as a channel for bargaining with the Institute administration.

The teachers have all been trained to use the "Oral Approach" and the Institute textbooks which incorporate it. Many have had years of experience, several having been employed at the Institute at the time the books were being written and put to the trial.

In conclusion, it has been noted that in terms of its enrollment the Mexican American Cultural Institute in Mexico City is the largest institution in Mexico which dedicates itself primarily to English teaching. Furthermore, in terms of its successful program and textbook series it is one of the most influential English teaching organizations in the world, serving as a model for other binational centers and educational institutions throughout Mexico and Latin America.

## The Anglo-Mexican Cultural Institute

### The Institution

The Anglo-Mexican Cultural Institute (Instituto Anglo-Mexicano de Cultura, Maestro Antonio Caso 127, Mexico 4, D.F.) is the principal institution in Mexico dedicated primarily to the teaching of British English. It has a smaller branch in the southern part of Mexico City (Felipe Villanueva 52, 20, D.F.), and another in the second largest city of Mexico, Guadalajara (Calle Tomás V. Gómez).

The Institute is a non-profit, private, and independent organization, governed by a locally elected board of directors composed of eleven Mexicans and eleven British citizens. Its primary purpose is to strengthen and further cultural relations between Mexico and Great Britain. It receives the cooperation of the government of Great Britain through the British Council, whose local offices are situated on the second floor of the Institute's main building. Both the British Council and the Institute collaborate in the presentation of an extensive program of cultural activities such as exhibitions, lectures, films, theatrical productions, concerts, and recitals. The principal activity of the Institute, however, is the extensive, high-quality program of English courses offered to Mexican children, adolescents, and adults.

The Anglo-Mexican Cultural Institute began its functions in 1944 primarily upon the initiative of the British Council with the cooperation of local supporters. Gradually the Council has separated itself organizationally from the Institute, but, as from the beginning, it continues to pay part of the salary of the Institute Director and to furnish minor subsidies. It has equipped the Institute with a sixteen-booth language laboratory and provides a subsidy for its maintenance. Occasionally the Council sends visiting lecturers to the Institute; it also awards one annual scholarship for a Mexican English language teacher to study in Great Britain. The British Council also provides films for teacher training and lends broad support to the cultural program, three-quarters of which is offered in English. Despite the welcome support of the British Council, the Institute is actually an independent local organization; its English language program being largely supported by tuition fees (three hundred and ninety pesos or thirty-one dollars per seventeen-week semester with a ten per cent discount for full payment in advance).

Since 1944, the Anglo-Mexican Cultural Institute has continually grown in size. In January, 1966, a branch institute was opened in southern Mexico City. Three years later it had grown so large that it was moved, in August, 1969, to a larger building in the suburb of Mixcoac. In September, 1966, a branch in Guadalajara was established; it occupied a

larger building in September, 1967, and is still growing; new classrooms are being added and a library is being formed. English class enrollments for the first semester of 1971-72 were as follows:

| | | |
|---|---|---|
| Main Institute | -- | 5,409 |
| D.F. Branch | -- | 2,983 |
| Guadalajara Branch | -- | 1,984 |
| Total | -- | 10,376 |

Of these, approximately twenty-five percent were children between the ages of ten and fifteen.

The Institute plans to expand gradually in the capital and in other Mexican cities as it is able to find and train teachers and rent or build appropriate premises.

English Program

The English courses offered by the Anglo-Mexican Cultural Institute include a six-level series for children of ages ten to fifteen and an eight-and-a-half-year series for adolescents and adults divided into a "Basic Cycle" (six one-semester courses comprising three years), "Advanced Courses" (four one-semester courses comprising two years), and Higher Courses (varied courses comprising three and one half years) organized as follows:

Children's Courses (five one-semester courses)

C-I, C-II, C-III, C-IV, C-V

I. Basic Cycle (six one-semester courses; three years; 270 class periods of fifty-minutes each; A -- first semester; B -- second semester)
I-A, I-B, II-A, II-B, III-A, and III-B.
Upon completion of these, an Intermediate Certificate of English is awarded by the Institute to those passing a written and oral examination.

II. Advanced Courses (four one-semester courses; two years; 180 class periods of fifty-minutes each)
IV - A and IV - B
V - The entire fifth year is devoted to preparation for the Cambridge University "Lower Certificate in English."

III. Higher and Specialized Courses
VI - Sixth Year: Advanced English and Literary Studies
VII - Seventh Year: Preparation for the "Certificate of Proficiency in English" of Cambridge University
VIII - Eighth Year: A one-and-a-half-year course in preparation for the "Diploma of English Studies" of Cambridge University
Specialized Courses:
Literature
Translation

Conversation

British Life and Institutions

VI. Teachers Training Courses

Two-semester courses for holders of the "Lower Certificate in English" or the equivalent who have adequate command of spoken English and who desire to learn to teach English according to the methods used at the Institute. Those who complete these courses satisfactorily are awarded a "Certificate of Proficiency in the Teaching of English."

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An "ordinary course" consists of three fifty-minute periods or two seventy-five-minute periods per week for one seventeen-week semester. An "intensive course" consists of five sixty-minute periods per week for one seventeen-week semester - permitting a student to complete the equivalent of two ordinary courses in one semester.

Each course has been carefully designed by the Institute Director and the Director of Studies. Teachers adhere closely to the established syllabuses and guidelines in order to maintain proper continuity and standards.

No special educational background is required for admission to classes. Students aged ten to fifteen attend the special children's courses; those sixteen and above attend the regular courses. A placement test is administered to all entering students who are not beginners in order to determine the level at which they should initiate their English studies at the Institute.

An announced policy on attendance requires that students miss no more than twenty per cent of their classes. However, students who are able to do the required work and meet the required standards are given credit, except in the case of the Teacher Training Course in which steady practice is considered essential.

In addition to the regular two-semester program, the Institute conducts special intensive courses during the summer and occasional brief seminars for English teachers.

Aims

The English program of the Anglo-Mexican Cultural Institute has as its principal goal the teaching of the four language skills with particular emphasis on listening and speaking at the beginning. Standard British English is emphasized throughout as well as a general understanding of British life and institutions. The advanced and higher courses encourage students to prepare themselves to pass the necessary examinations for obtaining the Cambridge University documents: The Lower Certificate in English, the Certificate of Proficiency in English, and the Diploma of English Studies. In a sense, the Institute offers the highest quality English language program in Mexico. Probably in no other institutions in the country, including the universities, may a Mexican find the opportunity to attain such a high level of English proficiency.

The teachers training courses are open to well qualified persons of all nationalities. Graduates may be offered teaching positions at the Institute.

Methods

The prevailing approach to English teaching at the Anglo-Mexican Cultural Institute is based on a modified direct method, carefully graded structurally, with continuous strong emphasis on situational or contextual presentations. Techniques for the development of all four language skills are employed throughout the program; aural-oral skills are given greater emphasis at the beginning levels. The attempt is made at all times to keep presentation and practice utterances and sentence patterns in close relationship to a given realistic situation drawn either from the student's own daily-life experiences or from a situation presented in the textbook reflecting British contemporary living and culture.

A variety of techniques are employed in the classroom including choral repetition, individual repetition, pattern drills, dialogs, and questions and answers. The Institute strives to avoid purely manipulative drills (e.g. transformations from affirmative to negative, and the like) in its belief that all language activities should be meaningful and related, whenever possible, to a given realistic context. Basic sentences are combined and flexibility is encouraged so students may proceed beyond a set dialogue to meaningful communication as soon as possible.

Pronunciation is taught primarily through imitation. Some simple explanations of tongue positions, aspiration, and other phonetic features are offered. Minimal pairs are occasionally presented at the beginning, but words and phrases used for pronunciation practice are generally related to real objects and situations.

Grammatical explanations, as such, are limited. When students, especially adults, seem to need them the teacher attempts to clarify the points in question as quickly and efficiently as possible.

Vocabulary is taught in context, usually without reference to equivalents in Spanish. In the basic courses an active vocabulary of approximately two thousand words is developed. The passive vocabulary is expanded through the use of reading selections. Simplified reading selections are used at lower levels. Later, unmodified literary works are introduced. From the fourth year on, the reading and analysis of various genres and periods of British literature gradually increases.

Writing is introduced gradually. Brief written exercises are assigned throughout the basic courses. Limited dictation is used--primarily for practicing and testing. Writing practice and assignments increase at the higher levels.

Homework assignments are relatively simple in the beginning courses. Students are expected to study their

lessons outside of the classroom for approximately one half hour per class period and, as a general rule, there is one written exercise assigned each week. Students are encouraged to study and practice each lesson to reconfirm what they have learned in class. If possible, they may listen to appropriate tapes at home or in the laboratory.

The sixteen-booth fully equipped language laboratory of the Institute is available to students mostly for practice and remedial work. Students work on their own; the monitor intervenes only to help them overcome pronunciation difficulties.

Students are encouraged to seek opportunities to practice using English outside of class as much as possible. The Institute itself offers a varied and interesting cultural program largely in English in the form of lectures, films, plays, and exhibitions.

A wing of the main Institute classroom building contains a spacious library, opened in 1968. The shelves hold 21,000 volumes in English, and the library subscribes to approximately 110 periodicals on a wide variety of subjects. The British Council provides most of the books and periodicals, the vast majority of which are published in Great Britain. The library is open during convenient hours. Students are encouraged to make use of the library and its quiet reading room.

## Textbooks and Other Materials

Most of the textbooks used at the Anglo-Mexican Cultural Institute are available for purchase at the nearby British Bookstore and its branch in the southern sector of the city. Each student must obtain his own textbooks.

The following is the list of textbooks presently required in the various courses:

### Children's Courses

In all the children's courses, general lesson booklets published by the Institute are required. These are currently being re-evaluated with a view to extensive revision. In addition to these, a series of graded readers is required:

C-II: Detectives from Scotland Yard by L. G. Alexander (London: Longmans, 1967)

C-III: Send for the Police by Norman Wymer (London: University of London Press, 1968)

C-IV: Stories of Detection and Mystery edited by E. J. H. Morris and D. J. Mortimer (London: Longmans, 1965)

C-V: The Kon-Tiki Expedition by Thor Heyerdahl (London: Longmans, 1966)

### Basic Cycle Courses

#### Basic Textbooks

1-A and 1-B: Active Context English, Book 1, by E. Brinton, W. Plumb, and C. White (Basingstoke, England: Macmillan, 1971)

2-A and 2-B: Active Context English, Book 2 (Macmillan, 1971)

3-A and 3-B: Active Context English, Book 3 (Macmillan, 1972)

Readers

There are five Readers in preparation for this course; the first, Reader 1, to go with 1-B groups, was published in 1971, the others are being printed. Both coursebook and readers were written by a team of writers including the directors of the three Institutes, the Director of Studies, and the British Council lecturer at the National Autonomous University of Mexico. The course has accompanying tapes and flip chart.

## Advanced Courses

### Basic Textbooks

IV-A and IV-B: Two locally produced courses are being tried out.

V (Lower Certificate in English): Texts in the Cambridge syllabus. These are changed yearly.

VI Examples of the type of readers used: Language material produced at the Institute plus several modern English novels and plays; the titles change yearly.

### Readers

IV-A: A Book of Shorter Stories edited by G. C. Thornley (London: Longmans, 1962)

IV-B: Flying Colours by C. S. Forester (London: Longmans, 1969)

British and American Short Stories edited by G. C. Thornley (London: Longmans, 1960)

V (Lower Certificate in English): Black Narcissus by Rumer Godden (London: Peter Davies, Ltd., 1939)

VII (Certificate of Proficiency in English): A Passage to India by E. M. Forster (London: Macmillan, 1970)

Hamlet by William Shakespeare (The New Shakespeare Series) (Cambridge: Cambridge University Press, 1969)

(The latter three books change each year.)

Teachers Course

Various outstanding books, in the field of teaching English as a foreign language, both British and American, are used. These are available either in the main Institute library or in the reference libraries located in certain staff offices.

In addition to textbooks, other teaching materials and aids are employed. The blackboard is frequently used; charts, pictures, films, and film strips occasionally reinforce situational contexts. The flannelboard and real objects are also sometimes employed especially in the children's classes.

Testing and Grading

Standardized examinations drawn up by the Institute staff are administered at the end of each semester throughout the courses of the Basis Cycle and the Advanced Courses. The minimum passing course grade is seventy per cent. Upon completion of the basic three years a student may take a locally prepared written and oral examination. If he passes it, he receives an Intermediate Certificate of English.

Subsequently, students are encouraged to prepare themselves in fifth, sixth, and seventh year courses to take the three examinations in English as a foreign language sponsored by the University of Cambridge and given throughout the world in June and December. In Mexico these are administered ex-

clusively by the Anglo-Mexican Cultural Institute under the supervision of the British Council. The examination papers are sent from Cambridge and are returned there for evaluation. All three include both written and oral portions. If the examinations are passed, the certificates awarded, according to level of difficulty, are: the Lower Certificate in English, the Certificate of Proficiency in English, and the Diploma of English Studies. In one recent semester, of a total of 140 students, 120 received the Lower Certificate; of a total of twenty-five, nineteen earned the Certificate of Proficiency in English; and in one recent year of a total of three, two received the Diploma of English Studies. Not all candidates for these certificates are prepared by the Institute; some of them are students from private schools which emphasize British English. The number of candidates sitting for these examinations in Mexico is increasing at a spectacular rate.

The Institute does not permit make-up or extraordinary examinations in its regular program. A student failing his final examination must repeat the course. It has been estimated that approximately twenty per cent of the students fail their courses, the rate being noticeably higher at the lower levels.

Students

The approximate total number of students participating at one time in the English program of the Anglo-Mexican

Cultural Institute (all three branches) is 10,300. Of these about fifty-five per cent are women or girls. Some twenty-five per cent of all students are youngsters between the ages of ten and fifteen. Most students are Mexicans, whose only previous instruction in English, if any, was that received in public secondary schools.

The average class size is approximately twenty students. The maximum class limit is thirty enrollees; this usually settles to about twenty-five in the children's and basic courses.

With the possible exception of some children who are being urged to attend classes by their parents, the students have a highly favorable attitude toward learning English. The motivations for preferring the Anglo-Mexican Cultural Institute to other English-teaching institutions seem to be related to convenience of location, favorable reports from friends or relatives who have found satisfaction in the English program, and what may be termed "snob" or "political" appeal of the English of Great Britain in contrast to the English of the United States.

Teachers

The Institute employes a total of sixty-eight teachers at its two branches in Mexico City. A minority of these teach at both branches. Sixty-five per cent of the teachers are women; thirty-seven per cent are native English speakers.

Most of the teachers are Mexicans who learned English in British schools in Mexico or at the Institute itself. Some have lived and have attended schools in Great Britain. Most of the Mexican teachers do not have a native-like pronunciation of English.

Not all Institute teachers have attained the high standards desired by the directors. The minimum requirement is that a teacher hold at least the Cambridge Certificate of Proficiency in English and, preferably, the Certificate of Proficiency in the Teaching of English issued upon satisfactory completion of the Teachers Training Course offered by the Institute.

Above this minimum requirement it is desired that the teacher have a good command of English himself, that he demonstrate good contact or rapport with students, and that he know how to present the material through the use of effective techniques.

Teachers are encouraged to participate in annual training seminars in which visiting specialists from England occasionally participate as teachers and lecturers. A few of the best teachers belong to professional organizations for English teachers, such as the Association of Teachers of English as a Foreign Language in Great Britain.

Some teachers are employed for full time, teaching from fifteen to twenty exact hours per week (i.e., up to twenty-four fifty-minute periods per week); most teach an

average ranging from five to eighteen fifty-minute classes per week.

Teachers are hired by the Director of Studies in consultation with the Institute Director. Salaries range from 44.70 pesos (3.58 dollars) to 58.50 pesos (4.68 dollars) per exact hour of teaching. Although an additional payment is made to teachers of advanced classes, there is no general "extra month's" bonus at the end of the year. Salaries are financed by student tuition fees alone. By Mexican law the teachers are required to be affiliated with the Mexican Social Security Institute, which guarantees medical, retirement, and other benefits. The teachers do not belong to a local union.

# # #

In conclusion, the Anglo-Mexican Cultural Institute may be said to be the one institution in Mexico offering the opportunity for students to attain the highest level of English proficiency in all four language skills as well as familiarity with British institutions, life, and literature. The influence of its successful program extends to the National Autonomous University of Mexico, the National Polytechnic Institute, the Higher Normal School, and the National Preparatory Schools, many of whose leading English professors and teachers have been trained at the Institute and who make use of and recommend the textbooks and methods

employed there. Furthermore, the Institute has cooperated with the National Polytechnic Institute in the presentation of a series of English lessons by public television.

## V. ENGLISH TEACHING IN PRIVATE INSTITUTES AND BY PRIVATE TEACHERS

### Private Language Institutes

In addition to the binational centers there are numerous private language institutes established throughout the major population centers of Mexico. Almost all of these offer courses in English for adults; many, for adolescents as well. Some of the better known of these institutes, for example, are: the Berlitz School of Languages, the oldest and most prestigious of the group, with seven branches in Mexico; the Mexico City Center of Bilingual Studies, which was formerly associated with the Mexico City College and has earned a reputation for effective teaching; Coronet Hall, which has approximately five thousand students and has a worthy teacher-training program; the Institute of Modern Languages, which has recently been established and is affiliated with American Express and branches in the United States; Harmon Hall Institute, and Interlingua of Mexico.

In recent years there has been an increasing popularity of private English teaching institutions throughout Mexico. This is an indication of the definite need for a knowledge of English and of the deficiencies in English teaching in the Mexican school system. Most of the private institutions are situated in the larger cities and most of them have no

connection with the regular Mexican educational system. However, a few private secondary and preparatory schools do offer evening English courses to adults outside of their regular academic programs. The majority of Mexican adults, however, study English at the numerous private institutes. Most of the students are in their late teens or twenties although all ages are to be found in the English classrooms. The great majority of them are members of the rapidly growing middle class--office workers, secretaries, and professional people--although interest in learning English has begun to reach the worker classes as well in many cases. Since most adults studying English need it or believe they will need it in their work, their motivation is high. This partially explains the superiority of the quality of instruction and practical results enjoyed by the private institutes. Furthermore, many such institutions exist exclusively for the teaching of English, which is their specialty. Many of them charge well for their instruction, which permits them to employ good teachers, maintain small classes (usually from three to twelve students per class), and use effective textbooks and materials. Most American and other native speakers of English who are teaching English in Mexico are employed at the private institutes. Not being a part of the regular educational system and being outside the jurisdiction of the Ministry of Public Education, these institutes are free to experiment with methods, materials, and organization. They may screen the students accepted and place them according to ability.

As has been pointed out, the most important institutions in Mexico which teach English to adults are the binational centers. This importance is related to the large number of students served as well as to the high quality of the instruction and the widespread influence exerted. They have been the real pioneers and innovators in the field since the 1940's.

Some of the other outstanding private language institutes have already been mentioned briefly. It should be pointed out, however, that not all English teaching for adults in Mexico is of the high quality characteristic of the more effective programs. The great demand for English instruction in Mexico today sometimes exerts a counterproductive effect on the quality of instruction which is made available. Popularity may encourage crude commercialism and even unscrupulous practices. There are numerous small English "institutes" or "academies," especially in the larger urban centers, which claim to teach English in a rapid and easy fashion. Often the methods used are unsound; the instructors are poorly prepared; the standards are low. Such institutions exist primarily to earn money, and sometimes the tuition money may actually be taken under false pretenses. It usually occurs, however, that places offering instruction of noticeably poor quality are eventually forced to go out of business. On the other hand, those which offer effective teaching are the more likely to gain in reputation and succeed.

Private English Lessons

What has just been said about the private institutes is generally applicable to the English teachers who offer private lessons in Mexico. Although very few such teachers are able to earn a living by offering private lessons exclusively, many of those employed in schools and private institutes seek some private students as a means of supplementing their income. A few private teachers are employed by private and government banks, the Mexican Petroleum Company (PEMEX), government departments and agencies (e.g. the police department and the tourist bureau), and travel and aviation companies. Such organizations offer private or small group English classes to their employees as a fringe benefit. Often these are referred to as "cultural classes." The average fee for private lessons is approximately fifty pesos (four dollars) per hour, but there are a few teachers who, on rare occasions, are able to charge a rate as high as one hundred or one hundred and twenty-five pesos (eight to ten dollars) per hour. The disadvantages of private teaching are the risk of losing full-time employment, the lack of any "fringe benefits," and the inconvenience of traveling to different parts of the city to offer the lessons. The variation in capabilities of such teachers to offer effective private lessons is extremely great. The best are a few experienced native-speaking English teachers who are university graduates with special training in linguistics or foreign language teaching.

Salaries of English Teachers

Salaries of English teachers in Mexico are relatively low. There is a general range of from about twenty pesos (1.60 dollars) to sixty-five pesos (5.20 dollars) per hour.

The approximate average salaries of English teachers at various levels are as follows:

| | Pesos per hour | Dollars per hour |
|---|---|---|
| Elementary Schools | 20 | $ 1.60 |
| Secondary Schools | 30 | 2.40 |
| Preparatory Schools | 40 | 3.20 |
| Private Language Institutes | 30 | 2.40 |
| University-level Institutions | 35-75 | 2.80-6.00 |
| Binational Centers (not in Mexico City) | 15-40 | 1.20-3.20 |
| Binational Centers (in Mexico City) | 45-65 | 3.60-5.20 |

Teachers employed on a full-time basis by schools and institutions usually receive a customary extra month's salary as an end-of-year bonus. They also receive the benefits of one of the Mexican national social security and medical insurance plans.

## VI. CONCLUSION

In summary, it has been noted that the use of the English language is undergoing constant growth in Mexico. Newspapers, periodicals, and books in English are spreading. Television and radio programs, films, lectures, and plays in English are increasing. The teaching of the English language surpasses by far the teaching of all other foreign languages together and extends widely throughout Mexican educational institutions from nursery schools to universities. In short, the English language is thriving in Mexico today.